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ABSTRACT

Twenty-six principals from schools in North Carolina participated in five days of leadership training. They then participated in a 2-week staff development workshop within their own schools but met together again for leadership analysis after the end of each day's staff session. A faculty environment survey was administered to all staff before and after the sessions. The resulting teacher perceptions of their working/teaching environment were discussed in terms of the organizational development model used. Appended are the various questionnaires, attitude inventories, and scales used during the survey. (Author/DDO)

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THE EFFECT OF ORGANIZATIONAL DEVELOPMENT ON TEACHERS' PERCEPTIONS OF WORKING ENVIRONMENT

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THE EFFECT OF ORGANIZATIONAL DEVELOPMENT ON TEACHERS' PERCEPTIONS OF WORKING ENVIRONMENT

Throughout North Carolina are many schools who desire to be thoroughly self-analytical and come up with solutions to problems that have been plaguing them. These schools represent the focus of the North Carolina Advancement School's Division of School Services. The approach used in working with these schools is an adaptation of Organizational Development (OD), which is a model for organizational change which has grown out of the thirty years of work in group process by the National Training Laboratories (Schmuck and Runkel, 1972).

RATIONALE

The key concept of OD intervention is data collection: survey the organization to isolate program components in need of strengthening. Once the people have thus described their problem areas, the job is to establish priorities and plan for action. To facilitate this process, a heavy emphasis is placed on the necessity of a democratic leadership style: the principal needs to be more demoracratic with the staff, and the teacher needs to be more democratic with the student(s). The assumptions of this rationale are summarized by the outcome objectives listed in Appendix A.

These objectives fall into three categories. Communication processes refers to a set of skills and practices which help people understand both self and others better. Organizational functioning refers to patterns which promote participatory management. Professional growth refers to inputs which help teachers/administrators acquire deeper understanding of how people learn. The large, overall goal of OD has been variously referred to as adaptable (Schmuck & Ruckel, 1972), self-renewing (Gardner, 1963), and morphogenetic (Buckley, 1967).

HYPOTHESES

1. Organization development school intervention will result in improved teacher perceptions of communication processes within the school.
2. Organization development school intervention will result in improved teacher perceptions of the school's organizational functioning.
3. Organization development school intervention will result in improved teacher perceptions of their own professional growth.

METHOD

In the Spring of 1973, a brochure was sent to every school district in the state asking for applicants to the 1973 Summer Workshops. The purpose of the workshops was stated as an opportunity to "assist public schools in dealing with the problems of underachievement." School teams were to be selected on the basis of having the largest percentage of the faculty committed

to coming to the Advancement School campus for two weeks during the summer of 1973. In addition, each team had to be accompanied by its principal and central office supervisor. Twenty-three school teams were selected from among the applicants.

On May 2-3, 1973, the leaders (principals and supervisors) from these schools assembled at the Advancement School for a Goals Conference, (1.1, 1.5, 2.1, 3.2)[1] in which they were acquainted with the Advancement School's resources, briefed on what the summer program was to be like, and were introduced to their responsibilities. At the conclusion of this meeting, each principal returned to his/her school with an armload of questionnaires (1.1) which were to be distributed to the entire student body and faculty of each school. Different sets of student questionnaires were given to K-3 (See Appendix B), grades 4-6 (Appendix C), and 7-12 (Appendix D). The questionnaires for teachers (Appendix E) were identical for each school. The questionnaires assessed the inter-personal climate of the school, one from the teachers' point of view, the other from the students' point of view. The completed forms were returned to the Advancement School Research Department, which processed the data and prepared the results in book form (The Other Side of the Desk, NCAS, 1973) which were to be distributed to the school teams during the summer workshops (2.1).

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[1]Specific events are keyed to the outcome objectives listed in Appendix A toward which they are directed.

Between the May Goals Conference and each school's two-week intense summer workshop experience, each leader attended a three-day leadership training seminar (1.0, 3.0) conducted by NCAS staff at the Winston-Salem campus. Emphasis was placed on listening and confronting skills (1.4, 1.5), group processes (1.5), values clarification (1.5, 3.2), problem solving methods (1.5, 2.2), consensus training (1.5, 2.2, 2.3), and decision-making styles (1.5, 2.3). When the full school team (principal and faculty) arrived in Winston-Salem for the summer workshop, each team member was asked to complete two attitude inventories -- an abbreviated form of the MTAI (Appendix F) and a survey of attitudes relating to open education (Appendix G).

They were informed that the tests would be readministered on the final day of the two-weeks as a post test.

The workshop process was initiated by exposing the data collected on each school to the school teams (1.1). The team's attempt to respond (1.1) to the hard-hitting data was facilitated by an Advancement School staff member. As a part of their response, the teams established priorities (2.1) and planned for ways of improving the problems revealed by the data (2.2). After initial discussion of the data, Advancement School staff offered a series of mini-workshops and seminars (1.5, 3.1) designed to suggest ways that the teachers and principals might deal with their areas of weakness. Some of these offerings were: Values clarification, crafts, bookmaking,

teacher effectiveness training, cardboard carpentry, group process, non-verbal communication, simulation games, no-book math, language arts games, darkroom photography, and filmmaking.

By the end of the two weeks, each team was expected to have made plans (2.2, 2.3, 2.4, 2.5) for how they intended to strengthen the various areas of weakness as earlier indicated by the questionnaire results. Analysis of the pre-post data collected on the two-week experience suggested that a significant change took place within two weeks on the part of the summer workshop participants with respect to how they viewed their roles as teachers (MTAI $t = 8.0$, $p < .001$; Open Education $t = 7.6$, $p < .001$). They appeared to be willing to allow students a much more responsible role within the classroom and to view their own roles as much more personal and informal. The job of the Advancement School was then to devise a program of followup (2.4, 2.5) which would help these teachers and administrators in their commitment to these attitudes.

The followup for these summer workshops was three-pronged: First, staff members made visits to the schools (1.4, 2.5) and served as an observer at planning meetings and as a curriculum resource for the total school; second, a series of workshops (1.5, 3.1) was designed to cater to various needs of the teachers and administrators (See Appendix H); and, third, a regional communications network was organized (1.3).

The goals of these network meetings were threefold: 1. To provide an opportunity for schools having attended the summer workshops to share experiences (1.1, 1.2, 1.3, 1.4, 2.4, 3.2) concerning how their summer had caused positive changes during the first month of their school year. 2. To allow persons from a regional area to suggest workshop topics (2.2, 2.3) which would be helpful to them during the coming year, with the idea that a workshop would be held for representatives of those eight schools only somewhere in their region (as opposed, for example, to the NCAS having to perform eight separate workshops on the same topics). 3. To promote the practice of peer support (1.3) as an essential ingredient of organizational change. This meeting was to be the first of a series of regional get-togethers, and the more interesting portions of the session were compiled into a newsletter (1.6) and sent to all person who had attended the 1973 Summer Workshops.

This first year of intensive work with the twenty-three schools will be followed by two additional years of lesser involvement--maintaining the support but significantly decreasing the extent of time and money invested.

RESULTS

Of the original 23 schools, 20 schools returned the Faculty Environment Survey in time for inclusion in the present analysis. Only those 20 schools for whom data was available for both the May 1973 pre-session and the January 1974 follow-up session were included in the analysis. The number of teachers in both sessions was very similar, 456 pre and 467 post.

The analysis was based on three subscales of the 54 item Faculty Environment Survey. Scale 1, Communication Processes, contained 21 items (Appendix I), Scale 2, Organizational Functioning, contained 18 items (Appendix J), and Scale 3, Professional Growth, contained 23 items, (Appendix K). Ten items were included in two scales; the other 44 items were included in only one scale. The response format of "usually," "sometimes," and "rarely," was scaled on a 0, 1, 2 basis with the desired response always being given the 2. Items on each scale were summed and averaged and scaled by means of an arithmetic transformation to a 0-100 basis, 100 being the most desirable score. The results of the pre and post testing are given in Table 1.

It can be seen from the results that only scale 2, organizational functioning, showed a significant increase over the seven-month period. However, certain individual schools proved to be exceptions to this rule. For example, four schools in scales

TABLE 1

	Pre N=467	Post N=456
Communication Processes	74.0	75.2
Organizational Functioning	57.5	63.3*
Professional Growth	69.1	71.1

* $p < .01$

one and three gained five or more points ($p < .01$, whereas only one school in scale one and no schools in scale three dropped five or more points. This would seem to suggest that the five-day leadership training sessions for the principals, followed by the two-week summer session for the entire faculty, had the effect of improving the level of participatory management. It suggests also that concrete action was taken in a sufficient number of schools to increase faculty perceptions of working environment in this area. Apparently faculty felt that their input was being considered more carefully and that they had a greater influence on their working environment

than previously. Since organizational functioning appears to be the most concrete of the three areas of intended change, the other two areas may be indicative of more stable attitudes which will eventually change as a result of improved organizational functioning. A further follow-up is scheduled to assess this possibility.

In conclusion, it appears feasible to employ the threefold sequence of leadership training, data feedback, and faculty workshops, as an agent for improving faculty perceptions of their working environment in the area of organizational functioning.

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Gardner, J. Self-Renewal: The Individual and the Innovative Society. New York: Harper and Row, 1963.

Schmuck, R. A. & Runkel, P. J. Handbook of Organization Development in Schools. National Press Books, 1972.

APPENDIX A

Outcome Objectives for Organization Development Intervention in Schools

1.0 Communication Processes.

1.1 Awareness of Needs. The leaders will develop awareness of the special needs of the various subgroups associated within his school.

1.2 Personalizing Relationships. The leader will make frequent informal contact with his faculty members.

1.3 Organizing for Effective Use of People. The leader will learn how to recognize the resources represented by the faculty members' skills, interests, and roles, and will affirm the value of maximizing the use of those resources in the growth of the school by scheduling opportunities for sharing among teachers throughout the school year and by helping them clarify their roles jurisdictions.

1.4 Feedback. The leader will insure the opportunity (staff, committee, and department meetings; questionnaires; conferences) for giving and receiving feedback to and from his faculty members and help in developing the feedback skills among his staff.

1.5 Communications. The leader will demonstrate conceptual understanding and practical applicability in the skill

areas of basic communication (listening, confronting, clarifying), group dynamics, problem solving, and decision-making styles.

1.6 Information. The leader will provide for the immediate and accurate dissemination of needed information to the staff, to include such vehicles as daily memos, preannounced agendas, bulletin boards, and routing slips.

2.0 Organizational Functioning.

2.1 Goal Setting. The leader will involve his teachers in the process of establishing goals based on their identified needs.

2.2 Shared Planning. The leader will show evidence of his value for the faculty's input in planning with respect to the many facets of school governance (curriculum, behavior, community relations, staff selection, school organization, school schedules, future directions, etc.) by implementing and giving leadership to mechanisms which would facilitate such input (as in planning committees, departmental meetings, in-service experiences, etc.)

2.3 Decision-Making. The leader will base decision-making on a style appropriate to the problem, using faculty imputs of information and opinion when appropriate, to the degree that on some issues pure consensus will be

utilized as a decision-making style.

2.4 Evaluation. The leader will continually insure the assessment of progress toward goals established by the ongoing planning process.

2.5 Responsibility. The principal must be the primary ramrod who monitors the previous twelve factors and takes corrective action necessary to insure that a vital function is being carried out. This is not to say that the principal must be perfectly skilled in each of the above areas, but that he must take responsibility for insuring that each area is being taken care of by appropriate staff member(s).

3.0 Professional Growth.

3.1 How Children Learn. The staff will demonstrate a conceptual understanding of how children learn and a familiarity with the alternative circumstances which are optimal for learning.

3.2 Personal Growth. The staff will acknowledge the need for an educator's continual self-examination and personal growth and will feel that he himself is a changing, growing person.

APPENDIX B

NCAS CHILDREN'S ATTITUDE TOWARD SCHOOL

INSTRUCTIONS TO TEACHER:

The purpose of this instrument is to assess how the child feels about himself in the school setting. Try to administer the questionnaire during a 'normal' time of the day - preferably during a time when the children are used to working, such as a reading session.

1. Tell the children that you want to know how they feel about things at school. Try to establish a relaxed atmosphere of trust.

2. DRAW THREE FACES ON THE BLACKBOARD - happy (left), neutral (middle) and sad (right). Then say, "Which face shows how you feel when you get to go on a special trip, like to the circus or on a picnic?" When students respond with the happy face, say "Yes, the happy face shows how I feel when I am happy, so I will put a big mark through this face to show that I feel happy." (Draw a large mark through the happy face.)

3. Erase the mark through the happy face and say, "Which face shows how you feel when you want to go out to play but you have to stay inside?" When the children respond with the sad face say "Yes, this sad face shows how I feel when I am not happy, so I will put a big mark through it to show that I feel sad." (Draw a large mark through the sad face.)

4. Erase the mark through the sad face and then say, "Which face shows how you feel when you're just sitting, not doing anything special?" When they respond with the middle face, say "Yes, this is how I show that I feel in-between, when I'm not happy and not sad." Draw a large mark through the neutral (middle) face.

5. Pass out the questionnaires to each student. You will have previously put each student's name on the sheets prior to the session.

6. Make sure everyone has pencils or crayons and then say, "Now we'll do the same thing on our own papers. When I read you something, you tell how you feel about it by marking one of the faces."

7. To make sure that every student is on the first page, say to the students, "The first page is the one with the rabbit. Everybody find the rabbit on the top of the page and put your finger on it." (Check to see that all students have their fingers on the rabbit.)

8. Say to the students, "Now I'm going to read some things to you, and I want you to show how you feel about them by putting a mark on the face just like I did on the blackboard. After I read about the first thing, mark one of the RED faces near the top of the sheet."

NCAS PRIMARY SCHOOL QUESTIONNAIRE

I. (RED) THIS IS HOW I FEEL WHEN I PLAY OUTSIDE AT RECESS.
Say to the students, "Mark one of the red faces at the top which shows how you feel when you play outside at recess." Say, "Now look at the three blue faces underneath the red ones." (Make sure each student has checked one of the red faces in the first row.)

II. (BLUE) THIS IS HOW I FEEL WHEN I DO READING AT SCHOOL.
(Make sure students check one of the blue faces.)

III. (RED) THIS IS HOW I FEEL WHEN I DO ARITHMETIC.
(If students do not know what arithmetic is, explain.)

IV. (BLUE) THIS IS HOW I FEEL WHEN I AM AT SCHOOL.
Say, "Turn the page over and look at the red circles at the top."

V. (RED) THIS IS HOW I FEEL WHEN I AM AT HOME.

VI. (BLUE) THIS IS HOW I FEEL ABOUT MYSELF.

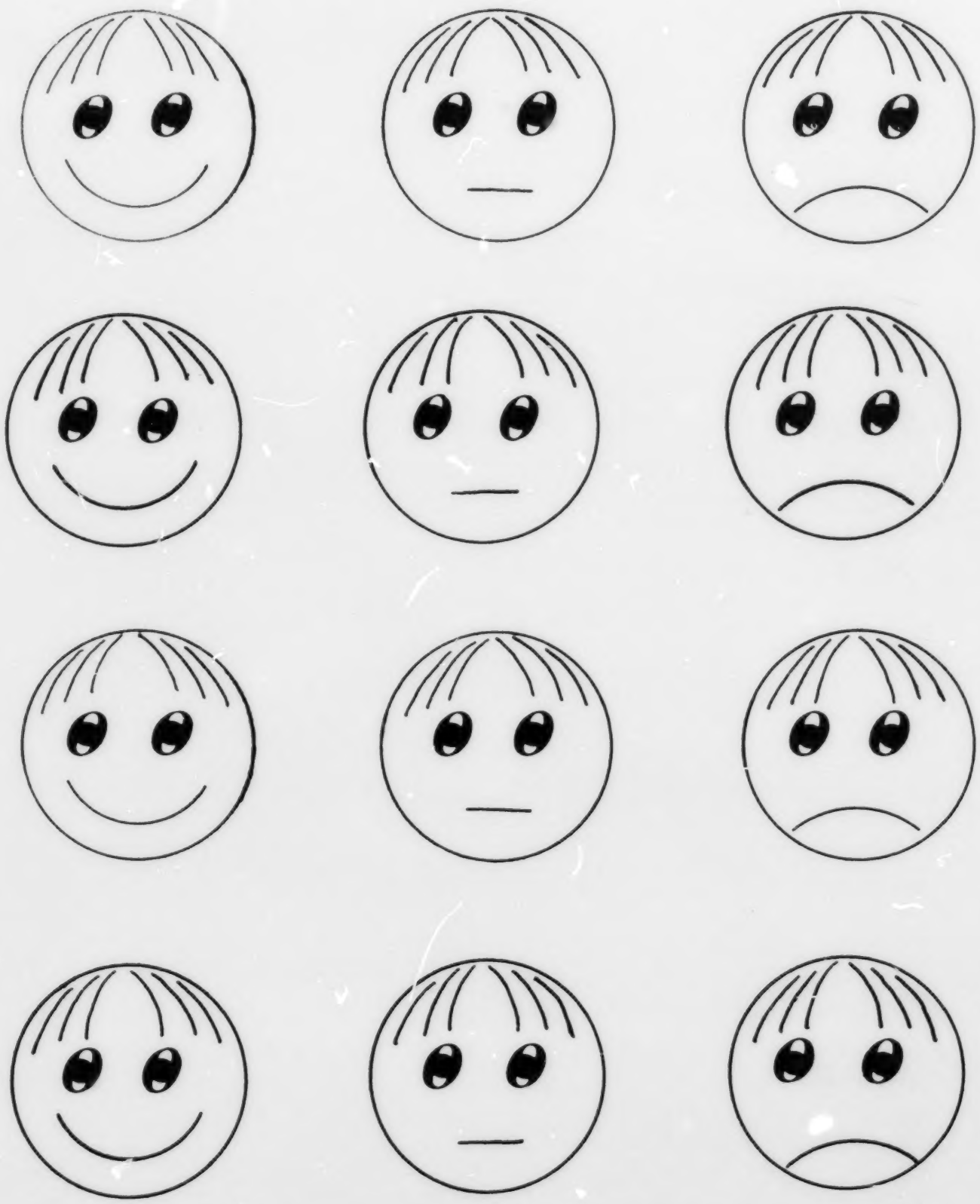
Say, "For these last two questions, I want you to tell how <u>other people</u> feel when they think about you.

VII. (RED) THIS IS HOW MY TEACHER FEELS ABOUT ME.

VIII. (BLUE) THIS IS HOW OTHER CHILDREN IN CLASS THINK ABOUT ME.

NCAS School Questionnaire

Name _____



APPENDIX C

Name_____ NCAS SCHOOL ATMOSPHERE SURVEY

We would like to know how you feel about your school. Put a check in the box to show how you feel. Your teacher will not see this - your answers will go straight into the computer.

	Yes	Sometimes	No
1. I like and admire my teachers.	Yes	S	No
2. We have to march in line to go to lunch and other activities.	Yes	S	No
3. My teachers put some of my art work and papers on the walls.	Yes	S	No
4. I am unfairly punished.	Yes	S	No
5. I spend most of my time sitting at my desk.	Yes	S	No

	Yes	Sometimes	No
6. My teachers enjoy teaching.	Yes	S	No
7. My teachers point out my mistakes more than my good work.	Yes	S	No
8. My teachers care about how I feel.	Yes	S	No
9. My teachers enjoy laughing and joking with us.	Yes	S	No
10. My teachers let us help each other.	Yes	S	No

	Yes	Sometimes	No
11. Our teachers like each other.	Yes	S	No
12. My teachers try new and interesting ways of teaching things.	Yes	S	No
13. I can tell my opinions in class.	Yes	S	No
14. I work with others in small groups.	Yes	S	No
15. My teachers trust me.	Yes	S	No

	Yes	Sometimes	No
16. I have chances to choose my own activities.	Yes	S	No
17. I ask questions when I don't understand something.	Yes	S	No
18. My teachers get upset at my mistakes.	Yes	S	No
19. My school work is helpful to me.	Yes	S	No
20. I enjoy the things I learn in my classes.	Yes	S	No

APPENDIX D
NCAS HIGH SCHOOL SURVEY

Name_____ School_____

We would like to know how you feel about your school. Put a check in the box to show how you feel. Your teacher will not see this - your answers will to straight into the computer.

		YES	SOMETIMES	NO
1.	I like and admire my teachers._____	Yes	S	No
2.	Students can change the things they don't like in this school._____	Yes	S	No
3.	Students and teachers often plan together about what will be done in a class._____	Yes	S	No
4.	I am unfairly punished._____	Yes	S	No
5.	I spend most of my time sitting at my desk._____	Yes	S	No
6.	My teachers enjoy teaching._____	Yes	S	No
7.	My teachers point out my mistakes more than my good work._____	Yes	S	No
8.	My teachers care about how I feel._____	Yes	S	No
9.	My teachers enjoy laughing and joking with us._____	Yes	S	No
10.	My teachers let us help each other._____	Yes	S	No
11.	I enjoy school._____	Yes	S	No
12.	My teachers try new and interesting ways of teaching things._____	Yes	S	No
13.	I can tell my opinions in class._____	Yes	S	No
14.	I work with others in small groups._____	Yes	S	No
15.	My teachers trust me._____	Yes	S	No
16.	I have chances to choose my own activities._____	Yes	S	No
17.	I ask questions when I don't understand something._	Yes	S	No
18.	My teachers get upset at my mistakes._____	Yes	S	No
19.	My school work is helpful to me._____	Yes	S	No
20.	I enjoy the things I learn in my classes._____	Yes	S	No
21.	Our teachers like each other._____	Yes	S	No
22.	Most of the work in my classes comes from the course textbook._____	Yes	S	No
23.	My teachers spend a lot of their time lecturing._____	Yes	S	No

APPENDIX E

NCAS FACULTY ENVIRONMENT SURVEY

SCHOOL _____

DIRECTIONS: In order to diagnose strengths and needs of your school for purposes of self-evaluation, please respond to the following items with a check mark. Do not sign your name. After completing this form, please place it in the small white envelope, seal it, and give it to the designated faculty member who will place it unopened, into a larger envelope and mail it directly to the Advancement School. We trust that you will find the results helpful in giving you a composite of your faculty environment. The data will be analyzed and made available to you. Omit items which are not applicable.

		Usually	Sometimes	Rarely
1.	The morale of teachers is high.	___	___	___
2.	My students help each other with their work.	___	___	___
3.	Our principal makes us feel inferior.	___	___	___
4.	Teachers talk about their personal life with other faculty members.	___	___	___
5.	My students work independently and are expected to be responsible for their conduct.	___	___	___
6.	I would not like for one of my fellow teachers to observe me.	___	___	___
7.	Some faculty members at this school are among my closest friends.	___	___	___
8.	My students serve as tutors for each other.	___	___	___

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	Usually	Sometimes	Rarely
9. Most of my students' learning occurs through lectures and performing workbook or textbook assignments.	___	___	___
10. I invite other faculty members to visit me at home.	___	___	___
11. Students feel schoolwork is helpful to them.	___	___	___
12. Our principal is understanding when personal problems arise.	___	___	___
13. Teaching becomes more difficult from year to year.	___	___	___
14. My students can work productively without always being told what to do.	___	___	___
15. I give my students chances to choose their own activities.	___	___	___
16. The principal goes out of his way to help teachers.	___	___	___
17. I display the work of most of my students.	___	___	___
18. I generally know what important issues will be discussed at faculty meetings well before I get there.	___	___	___
19. I have received praise and encouragement from other staff members.	___	___	___
20. Teachers have effective means for group problem solving of school issues.	___	___	___
21. My students rarely talk in class except when called upon.	___	___	___
22. I would like to learn from what other teachers are doing in their respective classrooms.	___	___	___
23. Students share with me in the responsibility for the routine duties involved with teaching, such as roll call and lunch money collection.	___	___	___

	Usually	Sometimes	Rarely
24. The principal tells teachers of new ideas he/she has run across.	___	___	___
25. If some students and I tried to organize a new club, we would get all the cooperation and support we needed.	___	___	___
26. I feel I have a lot of support from my fellow teachers.	___	___	___
27. Teachers have a common sense of purpose.	___	___	___
28. Most of my students are working on the same activity or assignment most of the time.	___	___	___
29. Teachers have adequate planning time.	___	___	___
30. I feel I have a lot of control over what I teach in my classroom.	___	___	___
31. Our faculty meetings are a waste of time.	___	___	___
32. I don't feel welcome in some of the cliques in our school.	___	___	___
33. I try new and interesting ways of teaching things.	___	___	___
34. I allow my students to express their opinions in class.	___	___	___
35. I trust my students.	___	___	___
36. I enjoy teaching.	___	___	___
37. My students are free to be excused at their own discretion.	___	___	___
38. Teachers share ideas.	___	___	___
39. I feel I have a lot to say about what goes on in the school.	___	___	___

(over)

		Usually	Some-times	Rarely
40.	My students work in all size groups within my classes; alone, pairs, fours and fives, and total class.	___	___	___
41.	Teachers have frequent opportunities to get feedback about how they are doing.	___	___	___
42.	The school is bright and cheerful.	___	___	___
43.	Other teachers in this school are not aware of the good things I do in class.	___	___	___
44.	Teachers communicate freely with one another.	___	___	___
45.	My principal accepts me even when I disagree with him/her.	___	___	___
46.	I feel I am a success at teaching.	___	___	___
47.	I find that teaching involves a lot of counseling with my students.	___	___	___
48.	The principal helps us try new things.	___	___	___
49.	I permit my students to plan for daily learning activities.	___	___	___
50.	I have opportunities to relax during the school day.	___	___	___
51.	I know too little about the under-achieving student to be of help.	___	___	___
52.	My students find and correct their own mistakes.	___	___	___
53.	I feel free to speak my mind at faculty meetings.	___	___	___
54.	I get upset at my students' mistakes.	___	___	___
55.	Did you attend the N.C.A.S. Summer Workshop this past summer?	YES		NO
56.	Are you going to attend the N.C.A.S. Summer Workshop this coming summer?	YES	?	NO

APPENDIX F

MINNESOTA TEACHER ATTITUDE
INVENTORY: SHORT FORM[1]

DIRECTIONS: This inventory consists of 20 statements designed to sample opinions about teacher-pupil relations. They are representative items taken from the 150-item inventory. There is considerable disagreement as to what these relations should be; therefore, there are no right or wrong answers. What is wanted is your own individual feelings about the statements. Read each statement and decide how YOU feel about it. Then mark your answer on the space provided.

If you strongly agree, circle "SA"
If you agree, circle "A"
If you are undecided or uncertain, circle "U"
If you disagree, circle "D"
If you strongly disagree, circle "SD"

Think in terms of the general situation rather than specific ones. There is no time limit, but work as rapidly as you can. PLEASE RESPOND TO EVERY ITEM.

1. A child should be taught to obey an adult without question.	SA	A	U	D	SD
2. There is too great an emphasis upon "keeping order" in the classroom.	SA	A	U	D	SD
3. Children need not always understand the reasons for social conduct.	SA	A	U	D	SD
4. Teachers who are liked best probably have a better understanding of their pupils.	SA	A	U	D	SD
5. Children should be given more freedom in the classroom than they usually get.	SA	A	U	D	SD
6. Discipline in the modern school is not as strict as it should be.	SA	A	U	D	SD
7. There is usually one best way to do school work which all pupils should follow.	SA	A	U	D	SD
8. The child must learn that "teacher knows best."	SA	A	U	D	SD

Turn the page . . . .

[1]Short form developed by NCAS. Items taken directly from the Minnesota Teacher Attitude Inventory. Copyright 1951 by the Psychological Corp.

SA--Strongly Agree
A--Agree
U--Undecided or Uncertain
D--Disagree
SD--Strongly Disagree

9. It isn't practicable to base school work upon children's interests.	SA	A	U	D	SD
10. Many teachers are not severe enough in their dealings with pupils.	SA	A	U	D	SD
11. A teacher should always have at least a few failures.	SA	A	U	D	SD
12. Too much nonsense goes on in many classrooms these days.	SA	A	U	D	SD
13. Assigning additional school work is often an effective means of punishment.	SA	A	U	D	SD
14. No child should rebel against authority.	SA	A	U	D	SD
15. The child who misbehaves should be made to feel guilty and ashamed of himself.	SA	A	U	D	SD
16. A teacher should never leave the class to its own management.	SA	A	U	D	SD
17. Young people nowadays are too frivolous.	SA	A	U	D	SD
18. It is usually the uninteresting and difficult subjects that will do the pupil the most good.	SA	A	U	D	SD
19. Children must be told exactly what to do and how to do it.	SA	A	U	D	SD
20. To maintain good discipline in the classroom a teacher needs to be "hard-boiled."	SA	A	U	D	SD

NAME _____ (Your name is requested for research purposes only. The results will be computerized and will <u>not</u> be made available to anyone including your faculty or our School Services Workshop team.)

APPENDIX G

NCAS TEACHER ATTITUDE INVENTORY:
DEVELOPMENTAL FORM 2

As a research center, the Advancement School is constantly conducting evaluation and research into those programs with which it is involved. One of tne areas with which we are concerned is the attitude of teachers toward teaching and learning, but we have not been satisfied with the standardized tests which we have been using. This instrument represents one of the preliminary steps toward development of our own attitude instrument.

Please OMIT any items which you think are ambiguous, offensive, or should otherwise be improved. It would help us considerably if you would comment under those items which you have omitted so that we know where the weakness lies.

Please circle the answer to show how you feel about the statements. If you agree strongly, circle the large YES! If you just agree, circle yes. If you are in-between circle the ?. If you just disagree, circle no. If you disagree strongly circle NO!

1.	Students should be encouraged to judge and evaluate their own work.	YES!	yes	?	no	NO!
2.	Neatness and appearance should be stressed on papers that students hand in.	YES!	yes	?	no	NO!
3.	Students should sit where they want to and move freely in class.	YES!	yes	?	no	NO!
4.	It is generally best to give the same assignment to all students in the class.	YES!	yes	?	no	NO!
5.	Teachers should not be expected to change their plans for the day just because the class is not interested in the lesson.	YES!	yes	?	no	NO!
6.	The main sources of information in the classroom should be the teacher and the textbook.	YES!	yes	?	no	NO!
7.	Not enough emphasis is placed on memorizing in many of our contemporary classrooms.	YES!	yes	?	no	NO!

8.	Students should be given opportunities to evaluate their teachers.	YES!	yes	?	no	NO!
9.	Students should give themselves grades, rather than having the teacher do it.	YES!	yes	?	no	NO!
10.	Students should be allowed to call teachers by their first names.	YES!	yes	?	no	NO!
11.	Students should be encouraged to learn as much from each other as from the teacher.	YES!	yes	?	no	NO!
12.	Students in general like and admire their teachers.	YES!	yes	?	no	NO!
13.	Teachers should frequently put up student art work and papers on the wall.	YES!	yes	?	no	NO!
14.	A good class is usually quiet and orderly.	YES!	yes	?	no	NO!
15.	Students should make many of the materials that are used in the classroom.	YES!	yes	?	no	NO!
16.	Teachers should frequently talk with students individually about their school work.	YES!	yes	?	no	NO!
17.	Teachers should encourage the students to make suggestions about new ways of running the class.	YES!	yes	?	no	NO!
18.	Many students cannot be trusted.	YES!	yes	?	no	NO!
19.	Students should be encouraged to express their opinions in class.	YES!	yes	?	no	NO!
20.	Students should be encouraged to choose their own activities.	YES!	yes	?	no	NO!
21.	Students should work with each other in small groups.	YES!	yes	?	no	NO!

22.	Teachers should give students another point of view in addition to what the book says.	YES!	yes	?	no	NO!
23.	Most of a student's working time should be spent at his desk.	YES!	yes	?	no	NO!
24.	Teachers should let students know that they care about them as persons.	YES!	yes	?	no	NO!
25.	Students should make and enforce class rules.	YES!	yes	?	no	NO!
26.	Students should help one another.	YES!	yes	?	no	NO!
27.	Students should have as many of their classes as possible outside of their classroom.	YES!	yes	?	no	NO!
28.	Teachers should use other learning materials besides the textbook.	YES!	yes	?	no	NO!
29.	Students should be encouraged to question, and sometimes disagree with, the teacher and the textbook.	YES!	yes	?	no	NO!
30.	Teachers should take a personal concern in each of their students.	YES!	yes	?	no	NO!
31.	Generally, students who disagree with the teacher's ideas and opinions are disrespectful.	YES!	yes	?	no	NO!
32.	Many different activities should go on in class at the same time.	YES!	yes	?	no	NO!
33.	Teachers should plan a lot of activities for the students to choose from.	YES!	yes	?	no	NO!

APPENDIX H

MINI-WORKSHOP SCHEDULE

Communications	Examining the process of relating to others; learning skills to use in both staff relations and in the classroom.
Observation and Diagnosis of Individual Differences	Understanding and diagnosing individual differences through discussions and observation of students enrolled at NCAS; some work with NCAS instructional staff.
Bookmaking	Experiencing a new approach to books and reading by using individual creativity; making hardbound books from cheap raw materials; translating these skills to the classroom.
Design of Open Learning Experiences	Experiencing an open learning environment; understanding the importance of fitting the curriculum to individual needs and interests.
Activities for High School English and Social Studies	Exploring non-textbook approaches, such as media, simulations games, and structured group experiences, in the English and Social Studies classroom.
Reading Resources and Methods	Gaining insight into the needs of the poor reader; employing non-testbook materials and resources to help him.
Values Clarification in the Classroom	Examining personal values; gaining skills to blend valuing processes with subject areas; helping students extend learning to include not only facts and concepts, but values as well.
Metric System Math Clinic	Familiarizing teachers with the metric system through participation in activities using metric measurements.
Shoestring Math Clinic	Learning inexpensive ways to help students in math; emphasis on teacher and student-made materials for non-textbook learning.
No-Book Math	Learning to use non-textbook materials to make math concepts more interesting and meaningful. Manipulative materials (rods, chips, geoboards, blocks, etc.) will be emphasized.

Group Awareness Experiences for the Classroom	Experiencing activities designed to help students understand themselves and others better and to explore their feelings and attitudes.
The Role of Feedback in Staff Development	Using questionnaires to explore interpersonal relationships and curricular concerns of a school staff as a means of providing directions for improvement.
Using Groups in the Classroom	Examining group process and how groups work in the classroom; formation of groups; group roles; identification of resources within the group.
Individualizing through Crafts	Learning one or more crafts as a way to increase options for students to express themselves. Crafts activities available include batik, ceramics, silk-screen, darkroom photography, and tie-dye.

APPENDIX I

Scale 1 Communication Processes

3. Our principal makes us feel inferior.

4. Teachers talk about their personal life with other faculty members.

7. Some faculty members at this school are among my closest friends.

10. I invite other faculty members to visit me at home.

12. Our principal is understanding when personal problems arise.

16. The principal goes out of his way to help teachers.

19. I have received praise and encouragement from other staff members.

24. The principal tells teachers of new ideas he/she has run across.

26. I feel I have a lot of support from my fellow teachers.

32. I don't feel welcome in some of the cliques in our school.

34. I allow my students to express their opinions in class.

35. I trust my students.

38. Teachers share ideas.

43. Other teachers in this school are not aware of the good things I do in class.

44. Teachers communicate freely with one another.

45. My principal accepts me even when I disagree with him/her.

47. I find that teaching involves a lot of counseling with my students.

48. The principal helps us try new things.

53. I feel free to speak my mind at faculty meetings.

54. I get upset at my students' mistakes.

APPENDIX J

Scale 2 Organizational Functioning

9. Most of my students' learning occurs through lectures and performing workbook or textbook assignments.

15. I give my students chances to choose their own activities.

18. I generally know what important issues will be discussed at faculty meetings well before I get there.

20. Teachers have effective means for group problem solving of school issues.

23. Students share with me in the responsibility for the routine duties involved with teaching, such as roll call and lunch money collection.

25. If some students and I tried to organize a new club, we would get all the cooperation and support we needed.

27. Teachers have a common sense of purpose.

28. Most of my students are working on the same activity or assignment most of the time.

29. Teachers have adequate planning time.

30. I feel I have a lot of control over what I teach in my classroom.

31. Our faculty meetings are a waste of time.

37. My students are free to be excused at their own discretion.

39. I feel I have a lot to say about what goes on in the school.

40. My students work in all size groups within my classes; alone, pairs, fours and fives, and total class.

41. Teachers have frequent opportunities to get feedback about how they are doing.

42. The school is bright and cheerful.

49. I permit my students to plan for daily learning activities.

50. I have opportunities to relax during the school day.

52. My students find and correct their own mistakes.

APPENDIX K

Scale 3 Personal Growth

1. The morale of teachers is high.

2. My students help each other with their work.

4. Teachers talk about their personal life with other faculty members.

5. My students work independently and are expected to be responsible for their conduct.

6. I would not like for one of my fellow teachers to observe me.

8. My students serve as tutors for each other.

9. Most of my students' learning occurs through lectures and performing workbook or textbook assignments.

11. Students feel schoolwork is helpful to them.

13. Teaching becomes more difficult from year to year.

14. My students can work productively without always being told what to do.

15. I give my students chances to choose their own activities.

17. I display the work of most of my students.

21. My students rarely talk in class except when called upon.

22. I would like to learn from what other teachers are doing in their respective classrooms.

23. Students share with me in the responsibility for the routine duties involved with teaching, such as roll call and lunch money collection.

28. Most of my students are working on the same activity or assignment most of the time.

33. I try new and interesting ways of teaching things.

36. I enjoy teaching.

APPENDIX K (Cont'd.)

46. I feel I am a success at teaching.

47. I find that teaching involves a lot of counseling with my students.

48. The principal helps us try new things.

49. I permit my students to plan for daily learning activities.

51. I know too little about the underachieving student to be of help.

52. My students find and correct their own mistakes.